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ABSTRACT

A composite summary of the Elementary and Secondary Education Act Title I projects operated in the Bureau of Indian Affairs (BIA), Phoenix Area, during fiscal year 1973 is given on an area-wide basis. Data, presented by charts and graphs, cover: the BIA's organization; enrollment in the Phoenix Area Schools by agency and school; expenditures; student participation; professional and paraprofessional staff by component; professional staff training and experience; and student achievement in reading, language, mathematics, special education, and physical education. The data show that (1) students receiving Title I services in the Phoenix Area are gaining a month of progress in reading and language for every month spent in school and (2) the results in mathematics and special education are not as substantial as those in reading and language but met or exceeded the expected gains that would have occurred if the students had not received Title I services. (NQ)

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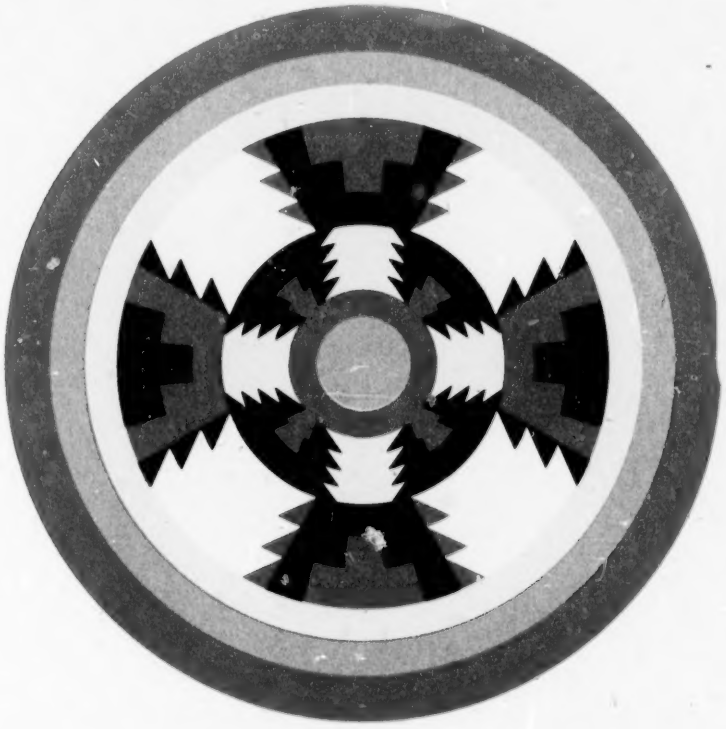

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TITLE I
FINAL EVALUATION REPORT
PHOENIX AREA
BUREAU OF INDIAN AFFAIRS
DEPARTMENT OF THE INTERIOR
1973

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REPORT OF FINAL EVALUATION

ESEA TITLE I PROJECTS

FISCAL YEAR 1973

U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS, EDUCATION

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AUGUST 1973

ACKNOWLEDGMENTS

I wish to express my sincere appreciation to several individuals who contributed directly and indirectly to the completion of this document.

First to the teachers whose diligence and perseverance made the difference between the spectacular results reported here and the mediocre results that could have occurred. Secondly, to the Title I Coordinators, School, and Agency Administrators whose logistical work and cooperation were invaluable. Appreciation is extended to the Parent Advisory Councils for their concern, input, and support in the planning and operation of all local school projects.

Special thanks are due to Richard Schwartz, Steve Anderson, David Moers, and Theresa Serapiglia for providing technical assistance and support from the area office level to the schools.

Finally, I am deeply indebted to Frances Makil for the cover design and to Mr. Winton Coles of Phoenix Indian School who voluntarily worked overtime to provide the art work for the various charts.

Harriet B. Hilburn
Federal Programs Administrator
Phoenix Area Office

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INTRODUCTION

This Evaluation report addresses itself to a summary of projects operated in the Bureau of Indian Affairs, Phoenix Area, during Fiscal 1973. The format of the present report is a break from the traditional Phoenix area report in that the long narrative has been replaced with a more manageable and readable presentation of charts and graphs.

Additionally, this year the Phoenix Area is presenting two evaluation reports. One, for general distribution, is a composite summary of the data into an area-wide report. The second is an individual school report that presents the data on a school by school basis. The school report is primarily meant for distribution to the 22 Phoenix Area Schools; however, anyone who wants a copy of the report may have one.

For further information relative to the *evaluation reports* of the Title I programs please contact:

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OVERVIEW AND ORGANIZATION OF THE BUREAU OF INDIAN AFFAIRS

At the time of printing of this report, the Bureau of Indian Affairs was considering several reorganization plans, each of which would change the alignment and functions of the different administrative levels. However the basic organizational flow from the Commissioner to the field Area Offices, agency, and school levels appears not to change from previous years. (See figure 1)

The Phoenix Area Office exercises jurisdiction over Bureau of Indian Affairs schools in a three state region. Figure 2 shows the geographical location of schools in the Phoenix Area. The twenty-one schools are situated in a three-state region comprised of Arizona, California and Nevada. With the exception of two off-reservation high schools, all are located in Arizona. The two exceptions are Sherman Indian High School in Riverside, California and Stewart Indian High School in Stewart, Nevada. Phoenix Indian High School, the Area's third boarding high school, is located in the heart of Phoenix, Arizona.

Located in the White Mountains of eastern Arizona are the John F. Kennedy Day School, Cibecue Day School, and Theodore Roosevelt Boarding School. To the north, approximately 180 miles are the Hopi mesas and the six schools which serve the Hopi children. A mule trip is necessary to reach the Havasupai village, where the Supai Day School is located near the Grand Canyon. Farther south near the Mexico-Arizona border in the Sonoran Desert, is the Santa Rosa Boarding School and three small day schools on the Papago Reservation. Approximately 30 miles south of Phoenix on the Gila River Reservation are the two Pima Bureau day schools, one small tribal operated school and one mission school. Also, located near metropolitan Phoenix is the Salt River Reservation which contains one day school.

Figure 1
Organization-Bureau of Indian Affairs

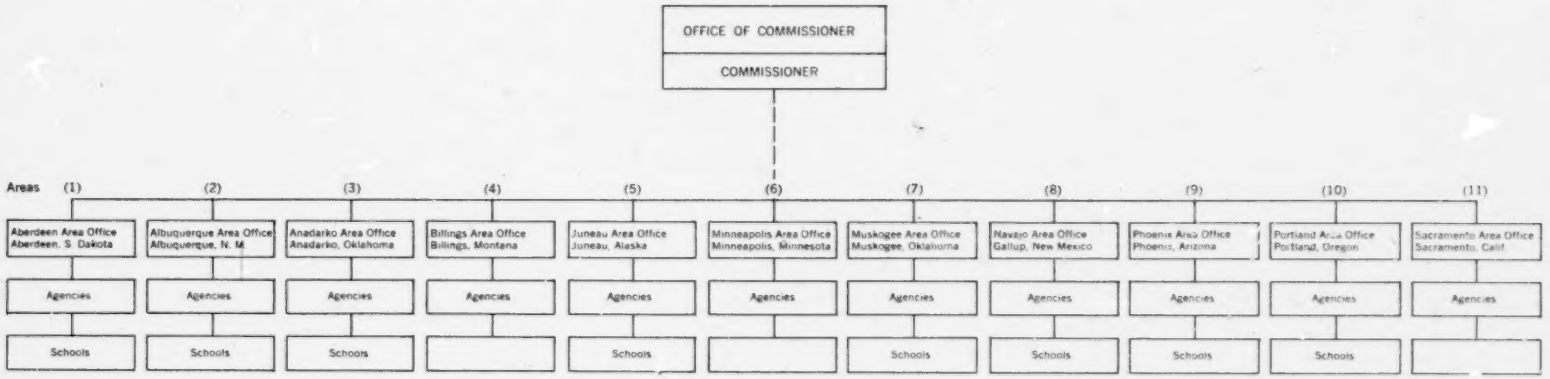
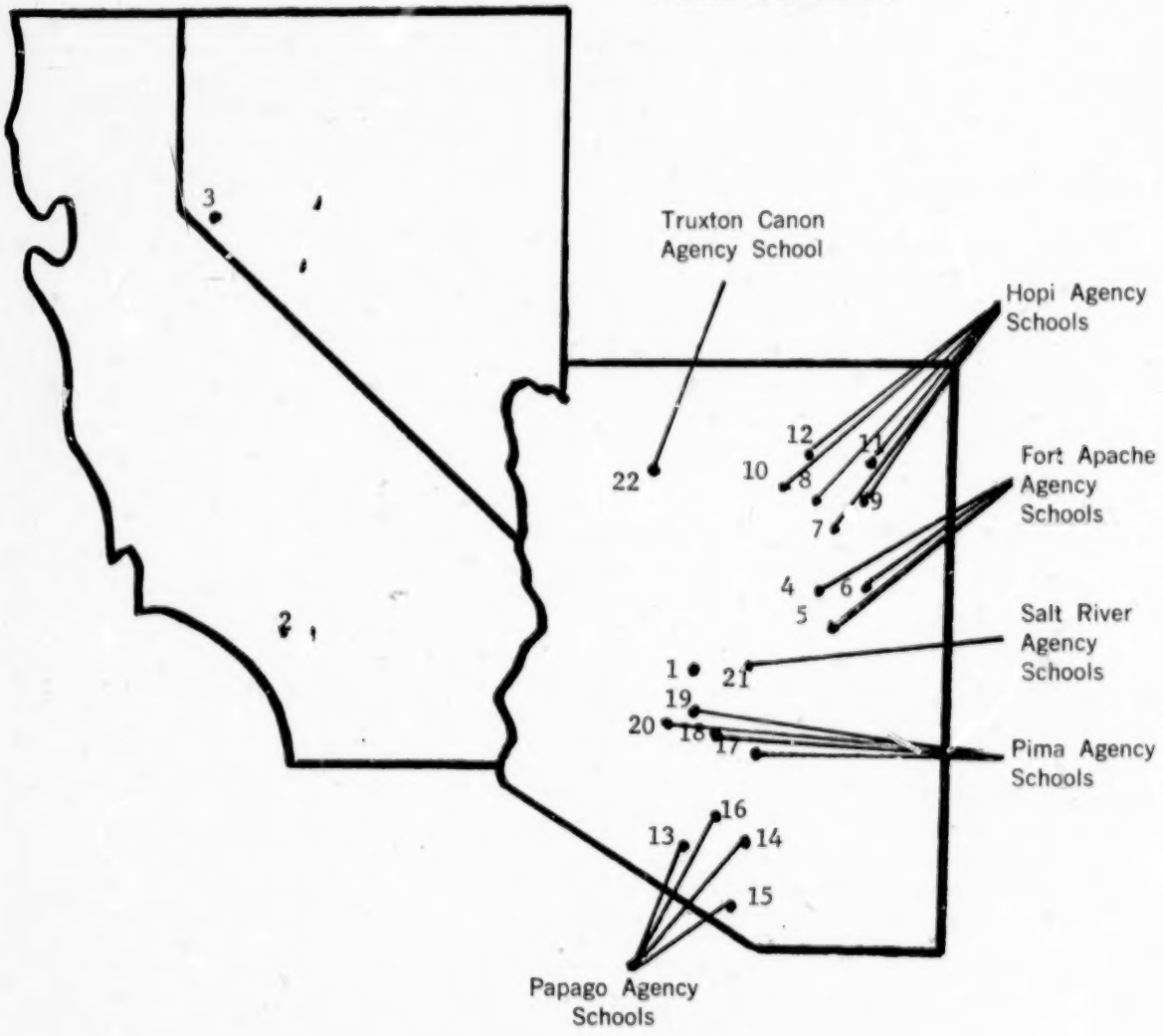


Figure 2
Phoenix Area Schools



1. Phoenix Indian High School
2. Sherman Indian High School
3. Stewart Indian High School
4. Cibecue Day School
5. John F. Kennedy Day School
6. Theodore Roosevelt Boarding School
7. Hopi Day School
8. Hotevilla Day School
9. Keams Canyon Boarding School
10. Moencopi Day School
11. Polacca Day School
12. Second Mesa Day School
13. Kerwo Day School
14. Santa Rosa Boarding School
15. Santa Rosa Ranch Day School
16. Vaya Chin Day School
17. Blackwater Demonstration School
18. Casa Blanca Day School
19. Gila Crossing Day School
20. St. John's Mission School
21. Salt River Day School
22. Supai Day School

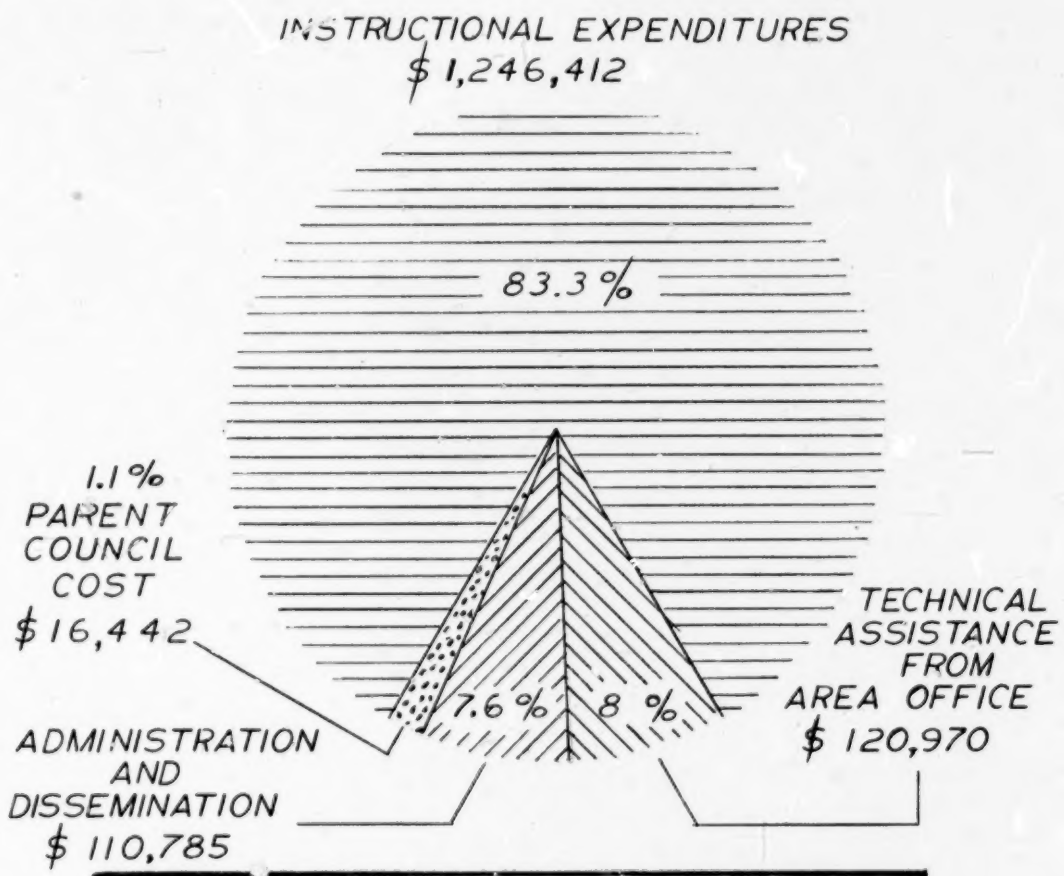
Table 1

Enrollment in the Phoenix Area Schools by Agency and School for School Year 1972-73

Agency & School	Grades Served	Number of Students
Elementary Schools		
Fort Apache Agency		
Cibecue Day School	K-8	288
Theodore Roosevelt Brdg.	K-5	104
John F. Kennedy Day	2-8	213
Hopi Agency		
Hopi Day School	1-8	147
Hotevilla Day School	1-6	103
Keams Canyon Brdg./Day	B-8	279
Moencopi Day School	1-4	59
Polacca Day School	K-6	193
Second Mesa Day School	K-6	276
Papago Agency		
Kerwo Day School	B-8	50
Santa Rosa Boarding/Day	B-8	390
Santa Rosa Ranch Day	B-7	19
Vaya Chin Day School	B-4	74
Pima Agency		
Blackwater Demonstration*	K-1	52
Casa Blanca Day School	K-4	139
Gila Crossing Day School	K-5	114
St. John's Indian School**	1-12	210
Salt River Agency		
Salt River Day School	K-7	285
Truxton Canon Agency		
Supai Day School	B-4	42
High Schools* **		
Phoenix Indian High School	7-12	726
Sherman Indian High School	9-12	699
Stewart Indian High School	8-12	490

* = Contracted to Community
** = Catholic Mission School
*** = Off-Reservation Schools

EXPENDITURES



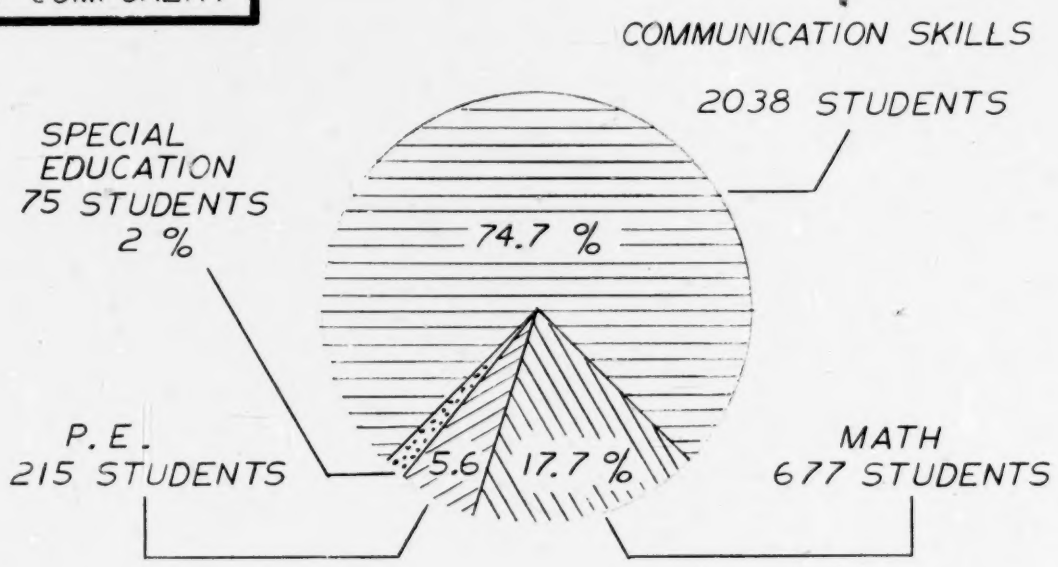
TOTAL EXPENDITURES: $1,494,609

EXPENDITURES BY INSTRUCTIONAL COMPONENTS:

INSTRUCTIONAL COMPONENT	EXPENDITURE
READING AND LANGUAGE	$ 761,203
MATHEMATICS	150,329
SPECIAL EDUCATION	43,028
PHYSICAL EDUCATION	56,038
TOTAL ACADEMIC ACHIEVEMENT	235,814
TOTAL	$1,246,412

STUDENT PARTICIPATION

BY COMPONENT



BY GRADES

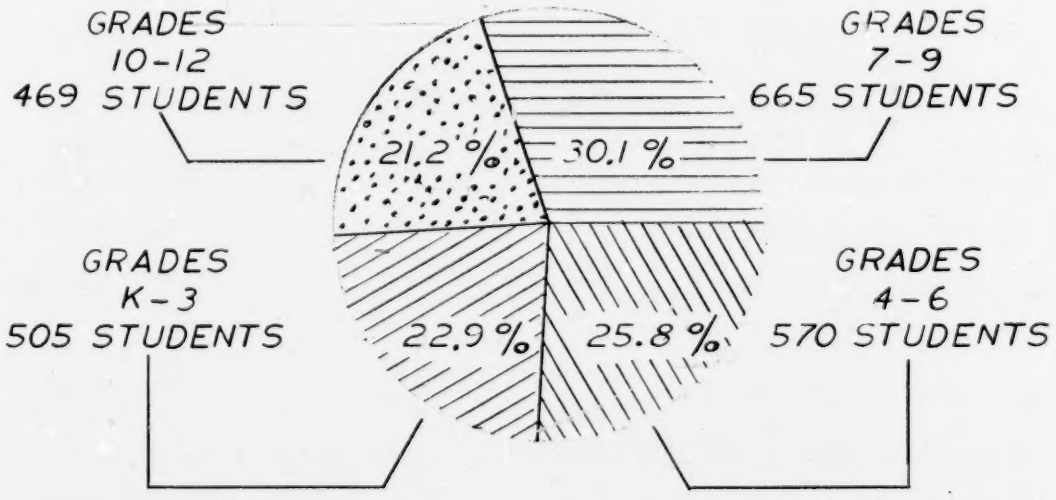
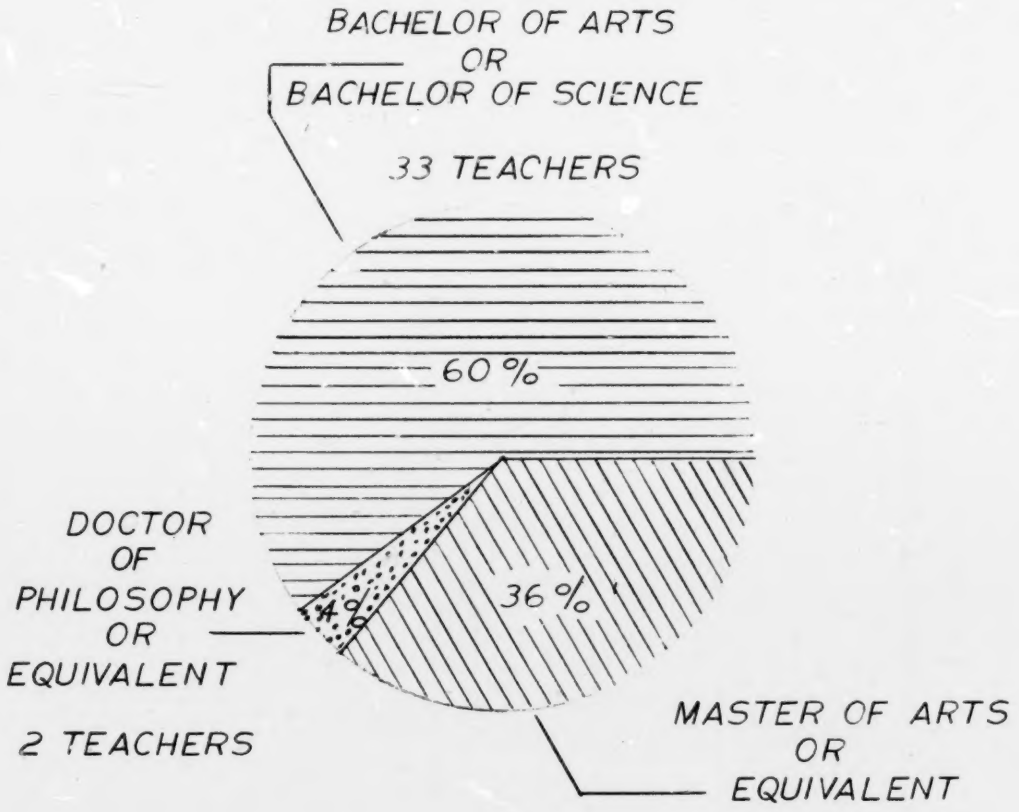


Table 2

Professional and Paraprofessional Staff by Component

	Professional		Paraprofessional	
	Regular Program	Title I	Regular Program	Title I
Reading	26	35	2	58
Mathematics	3	7	0	20
Oral Language	3	0	0	3
Special Education	0	3	0	2
Physical Education	2	3	0	4

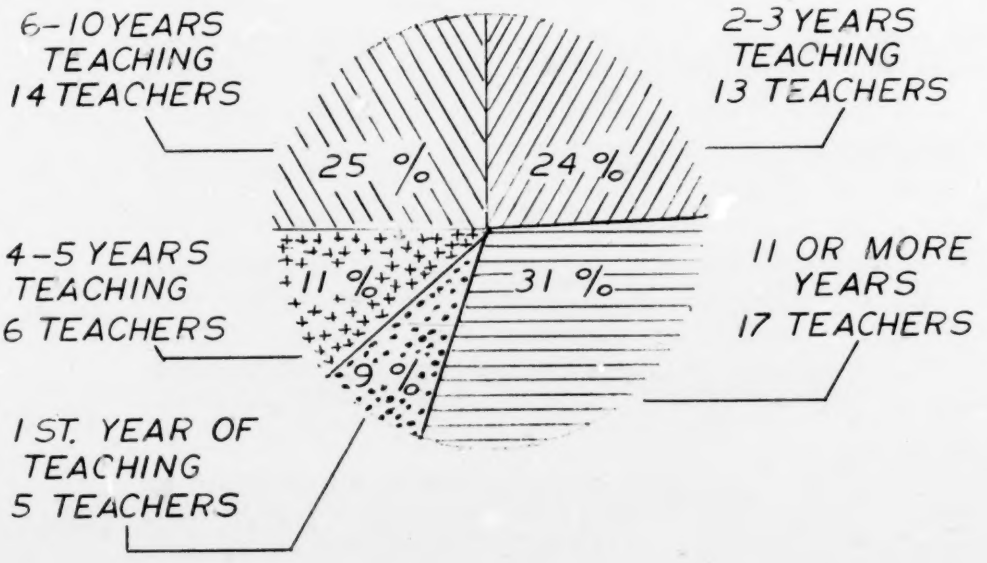
PROFESSIONAL STAFF TRAINING[1]



[1]DATA AVAILABLE FOR ONLY 55 TEACHERS

PROFESSIONAL STAFF EXPERIENCE

TEACHING:



YEARS TEACHING INDIANS:

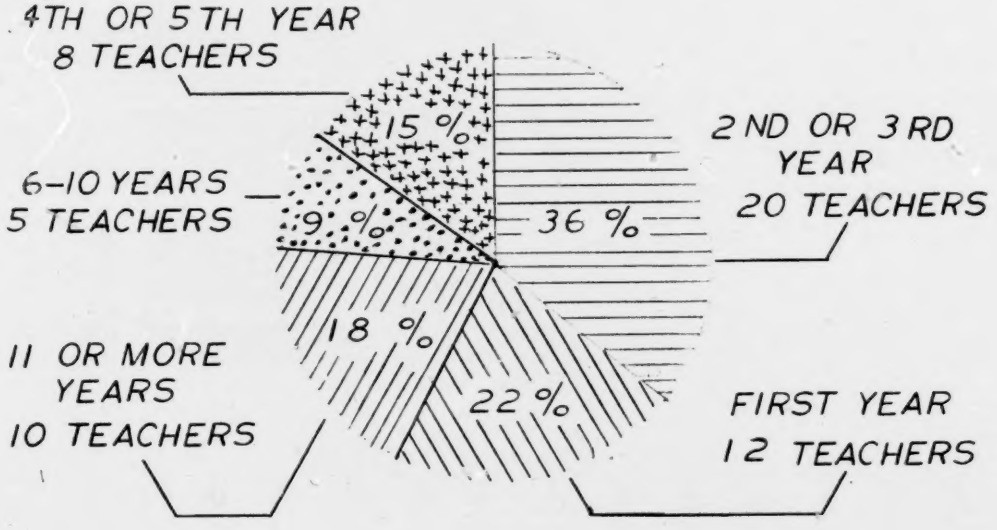


Figure 3

Pre- Post California Achievement Test Total Reading Grade Equivalent Score by Grade

Table 3

Actual versus Expected Gains in reading

Grade	Actual Gain Score	Expected Gain Score	Difference
2	1.3	.5	+.8
3	1.0	.5	+.5
4	1.0	.5	+.5
5	1.0	.5	+.5
6	1.1	.5	+.6
7	1.0	.5	+.5
8	.8	.5	+.3
9	1.0	.5	+.5
10	1.2	.5	+.7
11	.8	.5	+.3
12	1.2	.4	+.8

Figure 4

Pre- Post California Achievement Test Total Language Grade Equivalent Scores by Grade

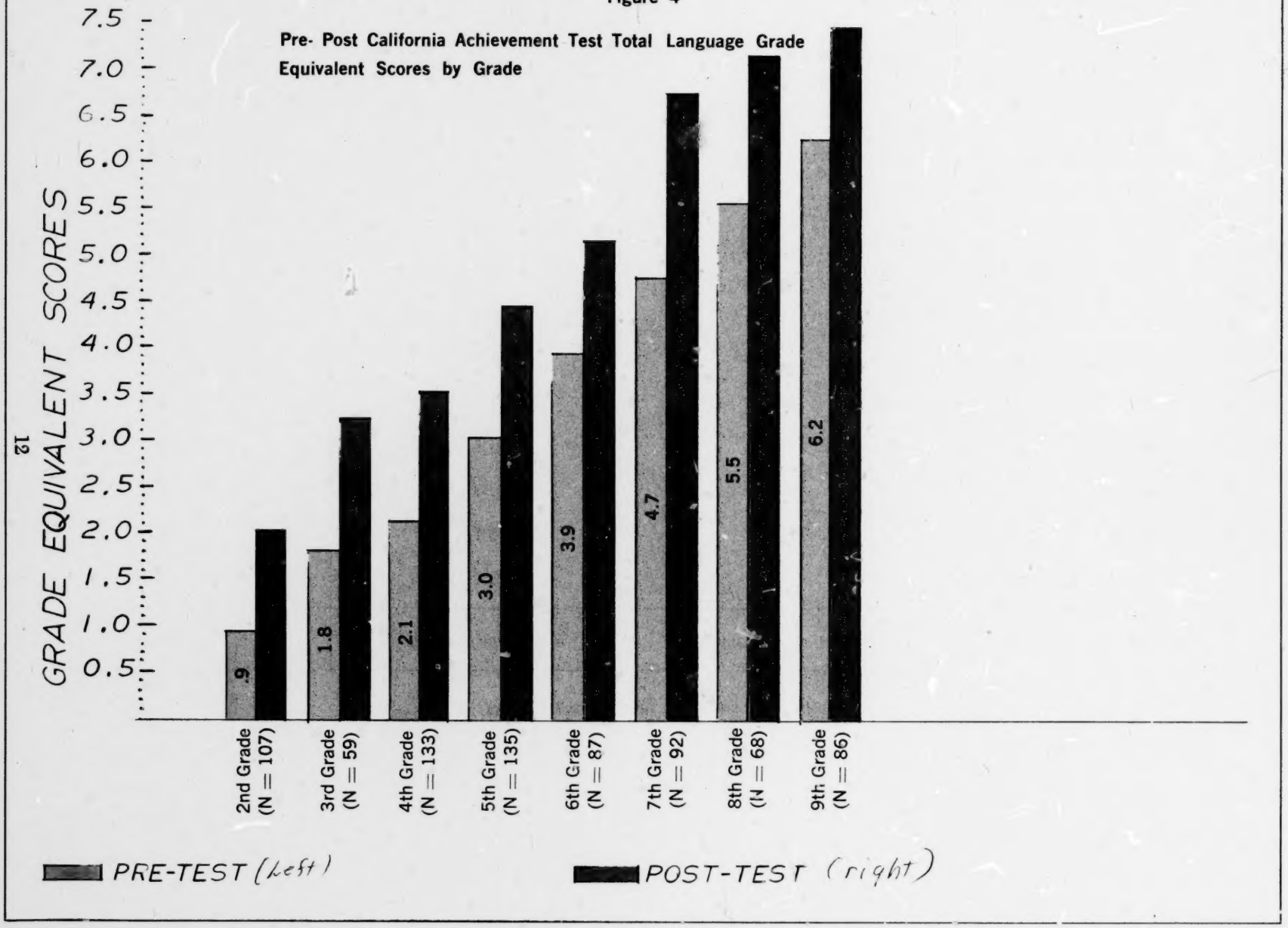


Table 4

Actual versus Expected Gains in language

Grade	Actual Gain Score	Expected Gain Score	Difference
2	1.1	.5	+.6
3	1.4	.6	+.8
4	1.4	.5	+.9
5	1.4	.6	+.8
6	1.2	.7	+.5
7	2.0	.7	+1.3
8	1.6	.7	+.9
9	1.2	.7	+.5

Figure 5

Pre- Post California Achievement Test
Total Math Grade Equivalent Scores by Grade

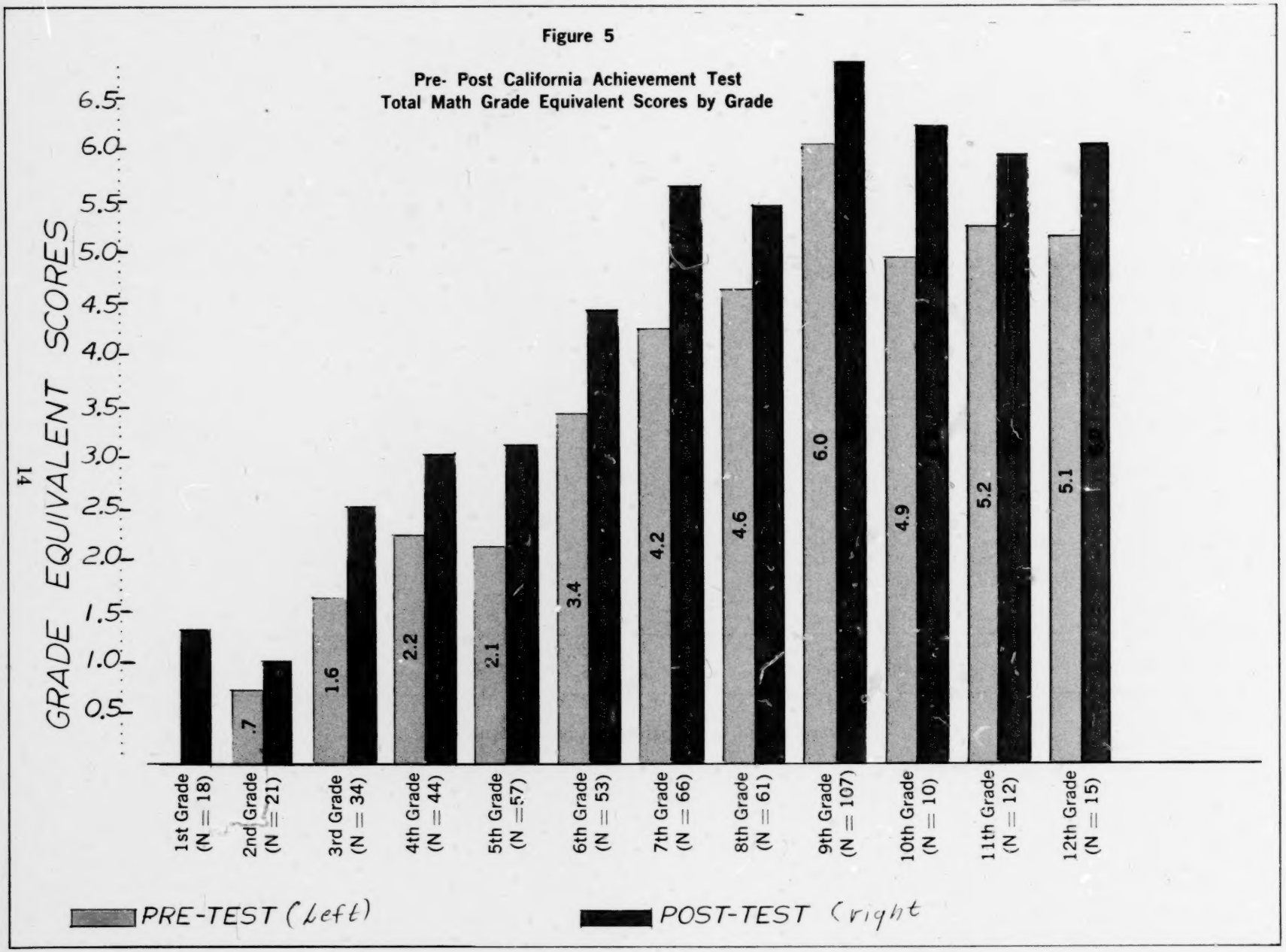


Table 5

Actual versus Expected Gains in mathematics

Grade	Actual Gain Score	Expected Gain Score	Difference
2	.3	.4	-.1
3	.9	.5	+.4
4	.8	.6	+.2
5	1.0	.4	+.6
6	1.0	.6	+.4
7	1.4	.6	+.8
8	.8	.6	+.2
9	.8	.7	+.1
10	1.3	.5	+.8
11	.7	.5	+.2
12	.9	.4	+.5

Table 6

California Achievement Test Total Battery Grade Equivalent scores for the Special Education Components

Grade	N	Pre-test	Post-test	Actual Gain	Expected Gain	Actual-Expected Difference
2	5	.6	.9	.3	.3	0
3	4	.8	1.6	.8	.3	+.5
4	5	1.1	1.9	.8	.3	+.5
7	2	4.6	5.5	.9	.7	+.2
9	10	4.0	4.8	.8	.5	+.3

Table 7

AAHPER and Glover Physical Education results in Percentiles for the Physical Education Components

Grade	N	Pre-test	Post-test	Gain
B	9	12	56	44
1	30	27	74	47
2	21	32	63	31
3	18	28	68	40
4	9	34	65	31
5	22	28	46	18
6	23	27	46	19
7	15	29	44	15
9	31	36	52	16
10	25	32	53	21
11	19	36	58	22
12	7	33	51	18

CONCLUSIONS AND RECOMMENDATIONS

The data presented in this report clearly show that students receiving Title I services in the Phoenix Area are gaining a month of progress for every month spent in school in the areas of reading and language (note that since only 8 months time elapsed between pre and post-tests that 8 months growth is the national growth rate). Results in mathematics and Special Education are not as substantial as those in reading and language; however, the gains met or exceeded the expected gains that would have occurred if the students had not received Title I services. In part the mathematics and special education results are due to the fact that this was the first project year for most of the schools and it was not until mid year that many of the problems of implementation were solved and the projects became functional operations. The results in mathematics and special education should show considerable improvement in FY 74.

On the other hand, the reading and language results in FY 74 may not show significant improvement over FY 73 since the students already are meeting or exceeding the national growth rate. Thus it may be that it is time to integrate the Title I programs in reading and language into the regular programs. The results found in the Title I programs clearly demonstrate that the students can achieve at the national norm if they are given the type of instruction that best fits their individual needs.

DEFINITION OF TERMS

There are several terms used in the manuscript that might not immediately be clear without some clarification.

N = the number of students who took both the pre and post-test and thus comprise the total number of students included in the test results.

Expected Gain: For purposes of this report, expected gain refers to the gain in grade equivalent score that would be expected if the students did not receive Title I services. The value was computed by dividing the students pre-test score by the number of years in school +1. Thus a student beginning the second grade with a pre-test score of 1.6 would have an expected growth of .8 in grade equivalents. While it is recognized that this does not take into account the gain/loss factor over the summer it was the most accurate figure that could be derived given the limitations of the data.

Test Dates: Dates of administration of the pre-tests were the last 2 weeks in September and of the post-test were the first 2 weeks in May.